

Grade 11 Overview

Focus: Hoosier Pride/ American Pride

This focus of this unit is pride in Indiana's heritage of civic responsibility. Lessons deal with an introduction to the representatives who drafted Indiana's Constitution of 1851, the development of Indiana's flag in 1916, and the history of the voluntary tradition, which has distinguished good citizens in America from early times to the present.

Key Ideas:

- Citizens of the past made personal sacrifices and took pride in carrying out their civic responsibilities.
- Since the 1850s, citizenship rights and responsibilities have been extended to more people.
- Indiana's flag represents liberty and enlightenment.
- The Indiana Flag and the American flag are symbols of our state and our nation.
- The voluntary spirit has distinguished good citizens in America since early in our nation's history.

Key Connections to Citizenship Education:

Good citizens:

- always do their personal best.
- take personal responsibility for obligations to family and community.
- respect the national flag, the Constitution of the United States, and the Constitution of the State of Indiana.

Lessons:

1. *Who Created Indiana's Constitution?*
2. *A Flag for Indiana*
3. *The Roots of the Voluntary Spirit*

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (United States History)

Citizenship and Government - Students will:

- explain and illustrate the process of expanding democracy through the extension of citizen/individual rights and responsibilities throughout United States history.
- describe the organization of state and local governments.
- identify the major responsibilities of state and local governments.

Civic Ideals and Practice - Students will:

- analyze the relationship between citizens' rights and responsibilities.
- recognize the necessity for civic responsibility in order to preserve and improve our constitutional democracy.

Inquiry Skills - Students will:

- use primary and secondary resources to organize and make informative decisions, draw conclusions, design presentations, and evaluate actions.

English/Language Arts (Grades 9-12) - Students will:

Communicate orally with people of all ages by:

- working collaboratively to generate ideas and solve problems.
- expressing and substantiating their own ideas.

Write for different purposes and audiences producing a variety of forms including:

- synthesis and analysis of information from a variety of sources.

Grade 11 Lesson One

Who Created Indiana's Constitution?

This lesson is intended as an introduction to the study of the Indiana Constitution of 1851. By examining a sample of the representatives to the convention, students will gain information about life in Indiana in the 1850s and understand that people in the past took pride in carrying out their civic responsibilities. They also will begin to understand that, over time, civic rights and responsibilities have been extended to more and more people.

Curriculum Connections:

Indiana Studies, U. S. Government, U. S. History.

Key Ideas:

- The Indiana Constitution of 1851 was written by citizen leaders from all over Indiana who represented many walks of life.
- Hoosiers of the 1850s made personal sacrifices in order to carry out civic duties.
- Since the 1850s, the right to participate in government has been extended to people who were not represented in the past.

Key Connections to Citizenship Education:

Good citizens:

- respect the Constitution of the State of Indiana.
- respect authority.

Objectives:

Students will:

- analyze the characteristics of the members of the constitutional convention.
- describe the long heritage of the Indiana Constitution.
- describe ways in which citizen participation in government has changed since the 1850s.

Introductory Activity:

1. Ask students if they consider themselves to be “Hoosiers.” What does this term mean? There are a number of stories about how this word originated in Indiana’s past. The best definition of a “Hoosier” today is “a person who was born or lives in Indiana.”
2. Ask students about the reasons that Hoosiers are proud of their state. Students may mention sports teams, the beautiful landscape, or Hoosier heroes. Suggest to students that they also can be proud of Indiana’s heritage of civic involvement.

Core Activities:

1. Pass out a copy of the Handout on the Constitutional Convention of 1850 to each student. Ask students to examine the Handout to determine what it is about. They should be able to answer basic questions, which set the context for the constitutional convention:
 - a. When did the members of the convention gather?
 - b. Where did they gather?
 - c. Why did they gather?
 - d. What categories of information are provided for each member of the convention?
 - e. From the remarks of these representatives, can you tell if they seem proud that they are involved in drafting a new constitution? What personal sacrifices did they have to make in order to perform this civic duty?
2. Set up teams of students to look at each of the categories listed below.

Characteristic of Representatives:

- a. age.
- b. county represented.
- c. occupation.
- d. political party.
- e. married or single.
- f. remarks.

Keep in mind that the handout provides only a sampling of 26 of the 156 representatives to the convention. Although the information is not complete, teams can analyze their category by counting, graphing, charting, and researching the data provided. For example, what was the distribution by age, and what conclusion might this lead to? What occupations were represented? How does this compare to today? How and why do you think these individuals were chosen to represent their communities? What groups of people were well represented? What groups were not well represented?

3. Discuss how representatives are selected to address state concerns today. How has participation in government changed since the 1850s?

Additional Ideas:

1. Have students research each entry in the “Remarks” column that they don’t understand to find its historical meaning.
2. Using the complete listing of the members of the constitutional convention, available from the Indiana Historical Bureau, create a computer data base for members of the convention, and create computer charts and graphs to illustrate the group conclusions discussed above.
3. Research the history and provisions of Indiana’s first constitution.
4. Research voting rights in the 1850s and compare with voting rights today.
5. Involve your class, or your school, in the Indiana Kids’ Election, which takes place on election day in each General Election year.

Evaluation/Assessment:

Evaluate students on the basis of their written response to the question: “Who organized Indiana government?” Students should be able to draw some tentative conclusions about the people who developed the Constitution of 1851. Such conclusions should deal with the areas of the state represented, the types of occupations practiced by representatives, and age groups represented. Students also might begin to make some inferences about everyday life during the 1850s. They should be aware of the fact that, according to the laws of the day, specific categories of people did not have the opportunity to participate or be represented at the convention. These groups included women, African Americans, and Native Americans.

Home Connections:

Invite parents and community members to participate in a classroom panel discussion of civic rights and responsibilities, such as voting and serving in public office.

Resources:

- Handout: Sample of “Members of the Convention to Amend the Constitution of the State of Indiana,” from Document Number 5, Constitutional Convention Broadside, 1850, *BROADSIDES, Indiana the Early Years, Politics*, Indianapolis, Indiana Historical Bureau, 1987.
- A number of publications and resources on the Indiana Constitution are available from the Indiana Historical Bureau. Among these publications is the item listed above and the four volume publication, entitled *Constitution Making in Indiana*. For a publications catalog and price list, contact the Indiana Historical Bureau, 140 North Senate Avenue, Room 408, Indianapolis, Indiana 46204-2296, 317-232-2535.

-
- The Indiana Kids' Election is a classroom or school-wide election held on election day in each General Election year. Teaching materials are provided to participating schools. The program is sponsored by the Indiana Department of Education, the Newspaper in Education of the Indianapolis Star/News, the Lilly Endowment, the Indiana State Bar Association, and the Office of the Secretary of State. For information about the program and how to participate, please call the Indiana State Bar Association at 317-639-5465.



Grade 11 Lesson Two

A Flag For Indiana

This lesson introduces students to the history of the Indiana flag and its meaning. It reinforces the idea that the Indiana flag and the American flag should be respected because they represent the highest ideals of our state and nation.

Curriculum Connections:

Indiana Studies, Fine Arts, U. S. Government, and U. S. History.

Key Ideas:

- Indiana's flag represents liberty and enlightenment.
- Indiana's flag was created during the centennial celebration of Indiana's statehood in 1916.
- The Indiana flag and the American flag are symbols of our state and nation.

Key Connections to Citizenship Education:

Good citizens:

- always do their personal best.
- respect the national and state flags.

Objectives:

Students will:

- analyze a primary source (photograph) relating to the creation of Indiana's flag.
- explain the origins of Indiana's flag.
- identify the features of the flag and explain their meaning.
- describe the story of the flag's designer, Paul Hadley.
- compare features of Indiana's flag to those of the flag of the United States.

Introductory Activity:

Ask students to draw the flag of Indiana on a blank sheet of paper. They should then label the colors and mark the date it was created. Students might work individually or in pairs. Tell students this will not be graded, but it will show whether they have noticed details about the flag of our state. Offer a simple prize for the drawing that most resembles the actual flag.

Core Activities:

1. Ask students to study the photograph of the Indiana flag. Photographs can provide primary source information to careful observers. Ask students to closely examine the picture and then to look for clues to answer the following questions:
 - a. When was the photo taken?
 - b. Who are the people in the photo?
 - c. What is the person on the right doing?
 - d. What do the features of the flag, the torch, and the stars stand for?
2. Read the following story, entitled “The Story of the Indiana flag,” adapted from the BROADSIDES Project of the Indiana Historical Bureau. Then discuss the answers to the same questions discussed above.
3. Discuss the following question: To what extent does knowing the story of the Indiana flag lead to more interest in displaying it and more respect for its meaning?
4. Compare the symbolism of the features of Indiana’s flag to that of the American flag.

Additional Activities:

Research the origins of the flags of other states and make comparisons to Indiana’s story.

Assessment/Evaluation:

With the cooperation of an elementary or middle school teacher, students might visit a classroom of younger students and tell the story of the state flag using primary documents and their own art work. Students will apply what they have learned about Paul Hadley and the Indiana flag, to create a banner celebrating Indiana’s 200th birthday in 2016.

Home Connection:

Invite a member of a local veteran’s group or a Scout leader to visit the class to discuss flag etiquette as it relates to both the American flag and the Indiana flag.

Resources:

- Handout: Photograph - Paul Hadley, the creator of the Indiana Flag, and Ralph E. Priest, a student at Heron Art Institute, Indianapolis, 1916.
- Handout: “The Story of Indiana’s Flag,” adapted from BROADSIDES, Indianapolis, Indiana Historical Bureau.

Handout

THE STORY OF INDIANA'S FLAG

Adapted from the BROADSIDES Project
Indiana Historical Bureau

Hoosiers were ready to celebrate. Their beloved state was going to celebrate its 100th birthday in 1916. How could this great event best be recognized?

Dedicated citizens of the state found many creative ways to answer this question. One of the most lasting was a competition to create a state banner, sponsored by the Daughters of the American Revolution. A Mooresville artist, Paul Hadley, submitted the winning design.

Born in Indianapolis, Paul Hadley studied under Otto Stark at Manual Training School in Indianapolis. Later, he attended the Pennsylvania Museum and School of Industrial Arts in Philadelphia and the Philadelphia Academy of Fine Arts. He first concentrated on designing church windows and then spent ten years in interior decorating. He taught at the Herron Art Institute in Indianapolis for ten years. As an artist, he specialized in painting murals in homes using rural Indiana scenes as his theme.

His banner design features a torch in the center, which stands for liberty and enlightenment. The rays represent the far-reaching influence of these ideas. An outer circle of 13 stars stands for the original 13 states. Five stars in a semi-circle represent the states admitted to the union prior to Indiana. The larger star above the torch stands for the nineteenth state, Indiana.

The Indiana General Assembly officially adopted the banner in 1917. The selection was the concluding act by the General Assembly in commemorating the centennial of the state. The addition of the word "Indiana" was the only change from Hadley's original design. The name was changed from "banner" to "flag" by the 1955 General assembly. The law regarding the state flag can be found in Indiana Code 1-2-2. By law, the state flag is always to be displayed to the right of the American flag, as viewed by the observer.

In the accompanying photograph, Paul Hadley is seen on the left, along with Ralph E. Priest, a Herron Art Institute student who is applying gold leaf to the original banner. A copy of this photograph and related information can be seen in Paul Hadley Junior High School in Mooresville, Indiana.

Paul Hadley (1880 - 1971) is a creative Hoosier to remember.

Indiana State Library

Paul Hadley, on the left, watches Ralph E. Priest, a Herron Art Institute student, apply gold leaf to the original Indiana banner.

Grade 11 Lesson Three

The Roots of the Voluntary Spirit

This lesson helps students to examine the importance of the voluntary tradition in the civic life of their communities.

Curriculum Connections:

Social Studies (Indiana Studies, United States Government, United States History)

Key Idea:

The voluntary spirit has distinguished good citizens in America since early in our nation's history.

Key Connections to Citizenship Education:

Good citizens:

- take personal responsibility for obligations to family and community.
- respect the rights of others to have their own religious beliefs.
- respect one's parents and home.

Objectives:

Students will:

- understand the origins and the continuing influence of the voluntary spirit in America.
- understand the relationship between volunteerism and civic responsibility.
- distinguish the independent or voluntary sector from the business and government sectors of American society.

Introductory Activity:

Introduce students to the ideas of Alexis de Tocqueville.

In the 1830s, Alexis de Tocqueville, a Frenchman, visited America and was impressed by the self-reliance of Americans. He observed that Americans often formed voluntary associations to solve problems rather than turning to government solutions.

This voluntary spirit is still a strong tradition in America. Each year Americans voluntarily give both their time and their money to support various efforts and community needs. Unlike many other countries, in the United States the independent sector is composed of thousands of voluntary associations, or nonprofit organizations, that provide a range of services in the areas of religion, health, education, culture, and the arts.

Core Activities:

1. Discuss what America and Indiana were like in the 1830s.
2. Discuss the differences among the three sectors of American society: a) the business sector, b) government, and c) the independent or voluntary sector. How are they different? How are they alike? Is there overlap?
3. Identify the voluntary associations that serve the local community (i.e., city/town/county). Then have the students categorize these organizations by type (e.g., educational, health, culture, arts).
4. Distinguish among voluntary organizations that serve local, state, national, or international needs (e.g., PTA, Girl Scouts, Boy Scouts, United Way, International Red Cross).
5. Have students choose a voluntary organization to learn more about. For example, students might select the Red Cross or Humane Society. Activities might include researching the origin of this organization, doing a needs assessment, meeting with organizational staff, and doing a site visit.
6. Discuss the meaning of volunteerism and its relationship to civic responsibility. What are the responsibilities of the “good citizen?” How does this impact individual choices and rights? Have students write down individual ideas and then pair with a classmate to discuss.

Additional Ideas:

1. Have students do a research project to identify the first voluntary association to be established in the community (city/town...).
2. Distinguish between organizations that serve the public good and factions, such as gangs, that divide communities.
3. Some scholars say that the spirit of volunteerism is declining in America. If Alexis de Tocqueville came back today, would he still think America was a nation of volunteers? Do you think volunteerism might be declining in America? If so, students might consider the possible causes.

Evaluation/Assessment:

Make a list of business, government, and non-profit organizations and ask students to classify each into the three categories. Observe if students can make distinctions among the three types of organizations. Have students respond to the following idea: “The voluntary spirit has distinguished good citizens in America since early in our history to the present.”

Home Connection:

Keep parents informed of the purpose and activities involved in this unit. Some parents may wish to discuss with their children the kinds of volunteer work they do and include their children in these activities. Students can show the voluntary spirit by helping out more at home. Suggest that students surprise their families by volunteering to do a chore that is not normally theirs to do.

Resources:

The following books and articles provide valuable background information:

- Bradley, Phillips, ed. *Democracy in America by Alexis de Tocqueville, Volume 2*. New York: Alfred A. Knopf, 1987. (Volume I of *Democracy in America* was published originally in 1835 and Volume II in 1840.)
- Patrick, John J. "Civil Society in Democracy's Third Wave: Implications for Civic Education." *Social Education* 60 (7) (November/December 1996): 414-417.
- Center for Civic Education "What was America like in the 1780s?" *We the People: Teacher's Guide, Level II Middle School*, Calabasas, California: Center for Civic Education, 1991.-28

Photography by Deborah Beigh

SENIORS HELPING SENIORS
Zionsville High School Seniors
donate a Saturday morning to help
senior citizens with outside chores.

